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TO THE READER.

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AN ADDRESS

TO

Teachers and those interested in Education.

The PHONIC ASSOCIATION FOR THE ADVANCEMENT OF READING AMONG THE UNLETTERED CLASSES, beg leave to call your attention to the following Phonic Alphabet and Text, as suitable for the purposes of Phonic teaching, and as the best means at present within our reach to apply this principle to teaching the reading of the language.

Phonic methods of teaching reading have been found of the greatest benefit in facilitating and improving this art wherever and *however* they have been applied.

The suggestions of the philosophic Franklin in this respect can now be carried out; and it is thus proved that an astute and far-seeing mind like his, anticipated the practical necessities that must arise in teaching the reading of English to a republican people, whose rights and duties could neither be properly recognized nor carried out without a knowledge of reading. He suggested, as others had done before him, the basis of all phonic or phonetic teaching, — *a definite number of sounds and signs corresponding.*

But what sounds and signs shall we adopt? Various answers have been given to this question, all ending in one *demonstrable* result, that of improving the method and final effect in the art of teaching reading. In truth this alone *makes it an art,* for it would be too much to say that the present irregular encounter with a chaos of words, without any principle of discrimination or guidance, and by the pure empirical methods of the memory, is an *art of teaching!* What is felt as an absolute necessity by the philosophic mind and the practical teacher, is an art of teaching the reading English

that shall have a method and an aim throughout, consonant with the rational faculties of man.

The most earnest study and zeal have been expended in this direction, both in our country and in England, for the last forty years. Commencing with the labors of Nathaniel Storrs, of Boston, in 1826, who died 1851, leaving in his will a large sum to be appropriated to the publication of a Phonetic Dictionary; this was finally published by the Longley Brothers, under the editorship of Dan S. Smalley, in 1855. In 1841, Isaac Pitman and A. J. Ellis, of England, gave great impulse to phonetic teaching by their labors and zeal in this direction, and the ingenious and excellent application they made of the principle of teaching reading by a definite number of sounds and of signs corresponding. In 1845, the system of Pitman and Ellis was substantially adopted and introduced into this country by Messrs. Andrews and Boyle; and the same is still propagated by Ben. Pitman, and Longley Brothers, of Cincinnati. But these are by no means the only laborers in the field. Dr. Comstock and Ben. Austin, in Philadelphia; Rev. Ezekiel Rich, of Troy, N. H.; Henry B. Brown, in New Haven, have all been diligent and successful workers in this field of phonetic teaching. There are probably ten or a dozen systems, with their respective alphabets and texts, devoted to this purpose in this country and in England. From this list must not be omitted the ingenious "Pronouncing Text" of Dr. Edwin Leigh, of St. Louis, which has justly obtained much attention, and doubtless will do great good in promoting phonetic teaching. A still higher tribute of praise is due to the scheme of Alex. M. Bell, of Edinburgh. They all show triumphantly, by undoubted proof, the *main thing* in this question of teaching reading; namely, that by a definite number of sounds and of signs corresponding, and a reading Text adapted thereto, immense facility and strength are obtained in learning to read, and the process of teaching is reduced to a successful and beautiful art.*

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* We must not omit to mention in this connection the labors of the orthoepists and lexicographers, who have not only aimed to give correctness under authority, and uniformity to the pronunciation of our language, but have also

It cannot be denied, however, that this reform in teaching Reading has had, as yet, but a very partial success in commending itself to the use of Teachers, and the patronage of those interested in the progress of Education. The human mind is naturally averse to sudden changes in customary forms even when it accepts new principles. In applying the principle of a definite number of sounds and a definite number of signs, to furnish the key to reading, the Phoneticians of the Pitman and Ellis School, thought it also necessary to discard the present orthography, and much of the present typography of the Language. This was a mistake. The difficulties of our orthography as involved in the correct *writing* of the language are very different, and concern quite another sphere of reform, from those difficulties in our present *typography* found in the *reading* of the language. Our Phonetic Reformers have overlooked this distinction. They have aimed to reform our orthography, as if this were a bar to our reading the language *phonetically*, or by sound and sign corresponding. This is by no means the case. If the pupil has to write any word, as for instance, the word, *made*, he might be in doubt how to write it in one of several ways; for example, *made*, *maid*, or *mayd*, &c. But if he had to read, and pronounce correctly any one or all these forms, he might be taught to read them all correctly, by knowing how the signs and letters in the words corresponded to certain sounds.

If any reform in Orthography is possible, it will not be effected by "phonotypy," but by *phonography*. This is a beautiful art that commends itself for its own uses. It introduces an ideal text far superior to phonotypy, and must, so far forth as it prevails, introduce a change in the orthography of the language, that shall find a place at last even in print; for phonography can be *printed* as well as phonotypy. But to make use of this phonotypic

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devised ingenious systems of marking the letters to indicate their respective sounds. These labors commenced with Sheridan and Walker in the latter part of the last century, and have been continued by Smart, Webster and Worcester down to the present time. They all demonstrate the principle, and illustrate the method of its application to the reading of English, which takes a *definite number of sounds and signs corresponding*, as the Key to the correct pronunciation of words.

text, as a *mere introduction* to the reading of our present text, and this for the simple purpose of applying the phonic idea to reading, must proceed upon the hypothesis that this idea is in no wise applicable to our present typography. This is the mistake that has retarded hitherto the application of this idea to the teaching of reading. For it is *indispensable* that the present form of the text should be taught. How else is the gulf between ignorance and the present current information to be bridged? Unless you can get the advantage of this principle in teaching, to bear *directly* on the reading-text as it is, or a very near approximate form thereto, we must despair of having the great help which this method will give in teaching reading; for we cannot, even for *transition purposes*, induce the great body of teachers to discard the present text.

This led the author of the following Phonic Text to the study of our present typography and orthography, to discover whether they stood materially in the way of the application of the principle of teaching reading by sound and sign corresponding; and he found that in the *rudimental form* of that text, usual in spelling-books without orthoepic marks, there was very little in the way of its being thus taught. The whole secret was in an alphabet of signs, *drawn from that text itself*, which should furnish the key to the pronunciation of its words. This rudimental text was an accepted form of English print, the best to present to the eye of a pupil, on account of the division of the syllables, independently of the phonic significance of this separation, and the nearest that could be devised to the common form as printed in other books. It needed but to italicize silent letters, and introduce but *seven marks* of sound extraneous to the text, for the purpose of showing distinctions of sound among the letters not otherwise to be made, in order to render this accepted rudimental text, PERFECTLY PHONIC to the eye of a pupil previously taught the significance of seventy-two signs drawn from that text, and seven added thereto. Here seemed the true solution of the difficulty of phonic teaching.

Ideal texts can have no place here; for the present, unavoidable necessity is to bridge over the chasm that separates ignorance from knowledge by the only means that can communicate between the two, a knowledge of the current common text of reading. It

is indispensable that the American citizen should be able to read this common text in order that he may come into communication with the current knowledge of the day, and the stores of the past, and to qualify himself for citizenship in a free country. All phonic, phonetic or pronouncing texts are therefore valuable in proportion as they lead most simply and directly to this result — the reading of the common text of English.

We commend, therefore, the following Phonic Alphabet and Text, to the attention of all teachers, and to those interested in the instruction of the unlettered masses by any means that will facilitate this instruction:

1st. Because it makes the teaching of reading *an art;* based upon the "foregone conclusions" of a scientific analysis of the sounds of the language, and the signs commonly used to represent them in printed English.

2d. Because it reduces the labor of teaching from an indefinite number of words, to a definite number of sounds and of signs corresponding. This ratio might be more distinctly stated as between five thousand words of the common vocabulary, and the forty-two sounds and seventy-nine signs that represent them by some reduplication, in phonic teaching.

3d. Because the phonic alphabet is *complete,* in that it represents every sound in the language by one or more signs, omitting no signs that are of any importance in the common text of English, and admitting none that are not found in it, but such as are *absolutely necessary* to point out distinction of sound not otherwise to be reached. These extraneous signs are reduced to a *minimum of seven,* and they in no wise disguise the letters with which they are connected.

4th. Because the phonic text constructed on the basis of this phonic alphabet, is *almost identical* with the accepted rudimental form of the English spelling book, now for the first time adapted to the purposes of phonic teaching in reading; and as this rudimental form is the best for spelling words of more than one syllable, so it is the best for learning to read them. In monosyllables, which constitute the majority of words in common use, there is no change made, except the occasional italicizing of a silent letter.

5th. Because, this method puts *at once the common form of the reading-text* in the hands of the pupil, with a *minimum* of change, and that only which is absolutely necessary to render *strict*, the application of the principle of reading by sound and sign corresponding. One hundred pages of this text, well conned, will put the common vocabulary in the possession of the pupil. The teacher's task is finished with regard to the *adult pupil*, when he is taught in general how to spell words by sound and signs corresponding. The pupil's own ambition and industry can master the vocabulary. Hence it may properly be said that this method of teaching transfers the labor of the *teacher* from five thousand words to about forty-two sounds and seventy-nine signs corresponding. Not so with the common, word, and letter-spelling method of teaching. Here *every word* becomes a separate object of study, because there is no clew to its correct pronunciation in the mere names of the letters. Hence the teacher's dictation and indefinite repetition is necessary throughout the whole process of learning the vocabulary.

6th. Because by the practice, which this method requires, of analyzing words into their elementary sounds, the pupil will insensibly acquire the two chief graces of oral speech, — a distinct articulation and a correct pronunciation.

From the preceding considerations, the PHONIC ASSOCIATION FOR THE ADVANCEMENT OF READING AMONG THE UNLETTERED CLASSES offer this Phonic Alphabet and Text to the consideration of their fellow-teachers and those interested in education generally, as the best solution of the problem, how shall we teach the reading of the present printed text of books with all the power and facility conferred upon the art of teaching by the phonic method, in which a *definite number of sounds and signs serve as the key to the correct pronunciation of words?*

THE PHONIC ALPHABET.

The Signs corresponding to the Sounds used in the English Text.

LONG VOWEL SOUNDS.

1. a, before a space, or an *e* mute in the same syllable.

Ex.—Fa tal, Fate. Equivalents, ai, ay, ei, ey. *Ex.*—Fail, May, Vein, They.

2. e, before a space, or an *e* mute in the same syllable.

Ex.—He ro, Here. Equivalents, ee, ea. *Ex.*—Feel, Tea.

3. i, before a space, or an *e* mute in the same syllable.

Ex.—Mi ser, Mice; at the end of monosyllables, and when under accent. Equivalent, y. *Ex.*—My, Defy.

4. o, before a space, or an *e* mute in the same syllable.

Ex.—No ted, Note. Equivalents, ōw, oa. *Ex.*—Lōw, Loaf.

5. u, before a space, or an *e* mute in the same syllable.

Ex.—Mu sic, Mute. Equivalent, ew. *Ex.*—Few.

6. u, after r, and before a space, or an *e* mute in the same syllable. *Ex.*—Ru in, Rule. Equivalent oo. *Ex.*—Pool.

7. a, before ll. *Ex.*—Fall. Equivalents, aw, au. *Ex.*—Law, Haul.

8. ow. *Ex.*—How. Equivalent ou. *Ex.*—Out.

9. oi. *Ex.*—Toil. Equivalent, oy. *Ex.*—Boy.

10. ä. *Ex.*—Fä ther, Pälm, Cälf.

NOTE.—(–), marks a long vowel, as before a space, or an *e* mute in the same syllable. *Ex.*—Breāk, Yeā, Thīēf, Shīēld, Bīnd, Mīld, Cōld, Cōlt, Feūd.

THE SHORT VOWEL SOUNDS.

1.—a, with a consonant following, and without an *e* mute in the same syllable. *Ex.*—Pat, Pat rick.

2.—e, with a consonant following, and without an *e* mute in the same syllable. *Ex.*—Pet, Pet ted.

3. i, with a consonant following, and without an *e* mute in the same syllable. *Ex.*—Pit. Equivalent y, at the end of dissyllables and polysyllables when not under the accent. *Ex.*—Fol ly, Jol lĭ ty.

4. o, with a consonant following, and without an *e* mute in the same syllable. *Ex.*—Sot, Sot tish.

5. u, with a consonant following, and without an *e* mute in the same syllable. *Ex.*—But, But tress.

6. u, in the syllable ful. *Ex.*—Aw ful, Sin ful, Ful fil. Fquivalent o͝o. *Ex.*—B o͝o͝k, W o͝o͝d.

NOTE.—(˘) marks the short sound of a vowel, as before a consonant without an *e* mute in the same syllable. *Ex.*—Plă˘d, Tă˘r ry, Pĕ˘r il, Vĕ˘r y, Spĭ˘r it, Hĭnge, Sŏ˘r ry, Hŏ˘r rid, Bŭ˘r row, Hŭ˘r ry.

THE R COMBINATIONS.

1. ar, without an *e* mute in the same syllable. *Ex.* Far, Mar, Car.
2. er, " " " " *Ex.* Her, Jerk, Mercy.
3. ir, " " " " *Ex.* Sir, Bird, Dir ty.
4. or, " " " " *Ex.* Or, For, Mor tal.
5. ur, " " " " *Ex.* Turf, Curl, Mur der.

6. re = er, as a terminal sound in the syllable. *Ex.* Here, Fire, Core, Pure.

7. are, (ar, with an *e* mute in the same syllable.) *Ex.* Fare, Hare, Care.

CONSONANT SOUNDS.

LABIAL SOUNDS.

1. P as in Pop.
2. B " Bob.
3. F " Fife
   =Ph " Phiz.
4. V " Valve.
5. M " Mum.
6. W " Woe.
7. Wh " When.

DENTAL AND FRONT PALATE SOUNDS.

1. T as in Tart.
2. D " Did.
3. Th " Thin.
4. Th " Then.
5. S " Sit = C (before e, i, y) as in Cede, Cite, Face, Cyst.
6. Z as in Zone.
7. s " Rose, Mo ses.
8. N " Nun.

MIDDLE PALATE SOUNDS.

1. Ch as in Church.
2. J " Judge = *ge* (final) as in rage.

REAR PALATE SOUNDS.

1. K as in Kid = C (before a, o, u) Can, Con, Cup = ck as in Kick.
2. G " Gig.

3. Sh as in Shun.
4. zh = s and z, as in A zure, (a zher) O sier, (o zher).
5. L as in Lull.
6. R " Run.
7. Y " Yet.

3. ng " Sing=n (before k, c, g, q) as in Ink, Zinc, An ger, Con quer.
4. H as in Hot.

TWO COMBINED SOUNDS.

x = ks, as in Ex pect. Qu = kw, as in Quench.

SYLLABIC COMBINATIONS.

tion = sion = shun.

N. B. — The accent (′) is always given except on the first syllable, where it is understood. *Ex.*: Au gust, Au gust′.

1. It will be observed, that there are only *seven** signs of sound not usually found in any text of English; namely, the two general marks for long and short vowels = (–) (∪); two marked vowel sounds,—ä and o͝o; two marked consonant sounds,—t̤h and s̤; and the digraph zh, introduced to respell such words as have the peculiar sounds of s and z, as in a zure, plĕa sure = (a zhur), (plezh ur).

2. This Phonic Alphabet is competent to spell by sound, or to *respell*, every word in the language.

3. These marks of sound, extraneous to the common text, apply to less than *six per cent.* of the words of any current reading text; and the respelling is necessary for less than *four per cent.* of the words. So that all but ten per cent. of the words, appear precisely as they do in any Dictionary or Spelling Book without orthoëpic marks. (See Phonic Text, p. 15.)

4. This phonic text, therefore, is no *invention* of the Author, but an *accepted form* of printing words for the pupil and the student of orthography. It is a *discovery* with the author, that such a text is fit for orthoëpic purposes and the teaching of reading phonically, or by sound and sign corresponding. He lays no claim to *inventing*

*Webster's Dictionary uses twenty-five different marks to indicate orthoepy and Worcester about forty, and still they re-spell about ten per cent. of their words.

signs of sound; on the contrary, he deprecates this in others, and only accepts a *minimum* of marks to make the phonic alphabet a complete key.

It is not the *invention* of a phonic text that we needed, because we cannot accept such a text in the presence of the *indispensable necessity* of using the text we have; but we needed to *discover* and *apply* the phonic characteristics of the present accepted text, with the *minimum* of change necessary to make it phonic.

This change consists in accepting *seven* marks of sound not found in the ordinary form of the English text; in *italicizing* silent letters, and in separating the syllables of words by a small space, thus reducing the reading-text to the rudimental form of words of the spelling-book.

5. This last change commends itself, *independently* of the phonic character it gives the reading-text, by reducing polysyllabic words into so many *quasi monosyllables;* and hence, doubtless, its first adoption. But this separation has a phonic character, because it takes place, for the most part, according as the vowel is long or short, and by a predetermined law of syllabication.

The exceptions to this are few, and such are marked in the text.*

6. There are about thirty very familiar and oft recurring words in any current text which have the occasional sounds of the vowels, not provided for in the Phonic Alphabet, except by respelling. These words constitute a large per cent. of any reading text. Let them be learned in the Primer. Let the pupil be

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* Such exceptions might be made much less if the dictionaries and spelling books were made to stick to their own analogies, and *always* gave the single consonant between two vowels to the preceding vowel, *when it is short*, whether it be under accent or not; as they always give it to the second vowel when the first is long. *Ex.*—Era, ever, April, habit, boding, body, &c. Why not then write aback, aban′don, indivisibility? instead of aback, abandon, indivisibility, &c., if the vowels left free with a space are *really short*, as a correct pronunciation makes them; this would be only according to the phonic analogy of the short vowels under accent, and would avoid the tendency of confounding such with long vowels. There is only one occasion when the single consonant cannot be given to the preceding vowel, and that is when it is consociate with, and inseparable in sound from the succeeding vowel. *Ex.*—Fruĭtion, suppoſĭtion, coefficient, &c.

drilled upon them as a *special lesson*, before he is required to encounter the general vocabulary of reading. This will supersede also the necessity of much respelling in the text thereafter. So much deference it is *necessary* to pay to the* "word method," because our language has a few anomalies and exceptional phonic signs that cannot be included in a phonic alphabet without multiplying frivolous details, and putting in the shape of rules what belongs only to a few exceptions.

7. If we were to adopt the principle of changing the shape, or of marking the letter every time it changes its sound, we should have to make at least *sixty-four* variations from the present shapes of the letters, or invent sixty-four new marks! This would make *ninety signs* in our alphabet only twenty-six of which could be found in the common text! The first vowel sounds in such words as one, women, busy, bury, must be provided each with a separate sign, or changed in shape to suit an exceptional sound occurring but in these instances in connexion with those letters. We may thus preserve a fair semblance to the *orthography* of the language; but we change entirely the *typography* as a system of signs *phonically* related to the sounds of English.*

The "Phonic Text" is distinguished from all other "phonetic," "orthoëpic," or "pronouncing" texts in this, *that it takes all but seven of its signs from the ordinary text itself, or one accepted and rudimental form of that text.*

8. The following is the list of words referred to above, which are taught in the Primer by respelling them in signs made familiar to the eye of the pupil in the early lessons. This supersedes the necessity of respelling them in any reading text put into the hands of the pupil thereafter.

You =(Yoo)	Does =(Duz)	Been =(Bin)
Who =(Hoo)	Done=(Dun)	Were =(Wer)
Do =(Doo)	Some=(Sum)	Are =(Ar)
To =(Too)	One =(Wun)	Put =(Pòòt)
Two =(Too)	Come=(Cum)	Said =(Sed)

* This we understand to be the system of Dr. Edwin Leigh, now much commended to the attention of teachers.

Your =(Yoo re)	Son =(Sun)	Could =(Cȯȯd)
Whose=(Hoo z)	Was =(Woz)	Would=(Wȯȯd)
Whom=(Hoo m)	What=(Whot)	Should=(Shȯȯd)
Where=(Wha re)	Their=(Tha re)	There =(Tha re)
Any=(En y)	Many=(Men y)	Of=Ov)

9. Let it be borne in mind by the Educator, that two things must be done for the pupil in reading; one is to teach him *how to learn,* by putting a Key in his possession in a certain definite number of signs and of sounds corresponding, by means of which he can find out the correct pronunciation of every word in his reading text. This is the office of the "Phonic Primer;" composed of a few elementary lessons containing the Phonic Alphabet in groups, a few sounds at a time, and thoroughly illustrated for the sake of drill on sounds and the signs corresponding.

The second object is to put the facility of learning the common vocabulary of reading within his reach. This can be done within the compass of a hundred pages of any narrative or common story. The first one hundred pages of the Bible contain the whole vocabulary of the Bible, except some proper names. *And this is true of any book.* Hence a hundred pages of the Phonic Text, well conned by the pupil, will make him familiar at sight with all words used in the ordinary demands of easy reading. The work of teaching an *adult* is accomplished when the key to reading is put in his possession. Show him *how* to learn, and he can be trusted to master the vocabulary himself. We do not hesitate to say that this key to pronunciation can be put in possession of any adult of ordinary intelligence in from twenty to fifty lessons! And here the work of the teacher is *substantially done.* This he can do for hundreds at a time, by means of chart and black-board. Here then is the solution of the question, How to instruct the unlettered masses in reading. With this help we shall be justified in requiring of them this qualification for voting. Otherwise, we require that which is as much out of the reach of a majority as the ability to fly.

Much testimony has already accumulated as to the practical use of this method of teaching. The phonic idea, *however applied, has*

power in it. But, considering the difficulties of our present orthography and typography, it is believed this will be found the best way of overcoming them. We give the following testimonials of the value of this method of phonic teaching by practical educators who have given it a trial: —

Rev. Horatio Wood, of Lowell, writes: — "I have tried this phonic method of teaching in our evening schools with very gratifying results."

Rev. E. E. Hale writes: — "I have had several occasions to examine the system of the phonic text, and to try some experiments as to its use in teaching, and I am *entirely satisfied* that a great deal of time and labor may be saved by this method."

The first experiments in teaching by this method, and the most thoroughly conducted, were in the evening schools of the Warren Street Chapel, Boston. The result is thus given by the trustees of these schools: —

"We, the undersigned, take great pleasure in stating that the Rev. J. C. Zachos had for five months the sole charge of our most elementary classes in reading, in the evening schools of the Warren Street Chapel, during the winter and spring of 1864, and met with most unusual and gratifying success in the teaching of these classes. He employed his peculiar method of phonic teaching during the whole time, and succeeded, with such as could be retained in the classes from twenty to thirty lessons of two hours each, in enabling them to read with facility and ease the 'phonic text' of the book employed by the scholars. In two cases this was accomplished in twelve lessons.

"It is proper to remark that the most successful scholars were Germans of the ordinary unlearned class, but such as could read their own language, which is strictly phonic. But similar results, in a less striking degree, were obtained from the Irish scholars entirely unlettered.

"It is proper also to state that the scholars had no book till the latter part of their course, but were taught by the blackboard and by charts. Neither the books nor charts could be taken home, so that the pupils had to rely simply on the lessons in the chapel; these were given twice a week, alternately, to both of the sexes.

"Some of the German scholars could not speak English, and hence had to be guided in reading entirely by the signs of sound, and not at all by the sense; yet they read with facility and very intelligibly, any part of the seventy-five pages of their Reader.

"No such results have been known in the history of the chapel schools during the twenty-five years of our connection with them; and we believe this result chiefly owing to the superiority of the phonic method employed by Mr. Zachos, as

some of the most skilful teachers in reading have heretofore given their services to the chapel.

REV. C. F. BARNARD,
Superintendent of the Chapel.
JOHN L. EMMONS,
SAMUEL WELTCH,
J. THOMAS VOSE,
THOMAS HILLS,
Committee in charge of the Evening Schools of the Warren St. Chapel.

President HILL of Harvard University writes:

"CAMBRIDGE, March 28, 1865.

"*To the Editors of the Massachusetts Teacher:* —

"Will you allow me space for a few words on Rev. Mr. Zachos's Phonic Text?

"As an associate with Rev. Cyrus Pierce in an adult evening school taught by Phonotypy, and as chairman of a school committee which sanctioned Phonotypy in their public schools for years, I feel that I am capable of forming an intelligent judgment on the question; and I firmly believe that Mr. Zachos's mode possesses many of the advantages of Phonotypy, and avoids many of its disadvantages; and especially that it will not encounter so strong an opposition from ignorant parents and prejudiced teachers. I look to it, therefore, as promising to be a very useful and *almost indispensable* instrument in the great educational work thrown suddenly upon us by the military emancipation of millions of our countrymen, hitherto held under forms of law in ignorance, and now calling upon us by every consideration, selfish as well as humane, to give them light.

"Very respectfully yours,
THOMAS HILL."

And, again, in the Annual Report of the Massachusetts Bible Society, he says: —

"The experiment has been tried of printing English words with such artifices of printing, as introducing hair spaces between the syllables, italicizing silent letters, and adding a very few points above and below the letters, as rendered it vastly easier for the learner to arrive at the pronunciation of the word from its visible form. Not only has such a phonic text been printed, but pupils taught from it with very great success, — and I should feel myself guilty of a great wrong to all the ignorant classes using English speech, and to all their teachers, if I failed to seize this opportunity of publicly entreating the Bible Society to try the experiment of issuing volumes with at least the first few signatures printed in a phonic text, either that employed by Rev. Mr. Zachos, or one superior to it, if such can be devised."

We ought to add that this is not said in the interest of any particular books, or any pecuniary investment whatever. Such books as are necessary to the skilful application of this system in elementary reading may be prepared by any one who has the ability

to prepare a good Primer on the phonic principle of teaching, and a Reader with a phonic text. Authors and publishers of primers and elementary reading books may avail themselves of the method here recommended, and make all such books "phonic" by simply prefixing a "key" and adapting the text by the few changes necessary to make such a key applicable.

Such a Primer and Reader have already been prepared,* and others are in course of preparation by persons competent to illustrate this subject for the wants of different grades of scholars, adult and children. We doubt not the time is at hand when it will be considered just as preposterous and utterly deficient in method to publish a Primer without any reference to the phonic principle of teaching, as it is now to put forth a dictionary, or even a spelling book, without any regard to correct orthoëpy.

Rev. J. C. ZACHOS, *Author.*

The following gentlemen are Advisory Committee of the Phonic Association for the Advancement of Reading among the Unlettered Classes :—

Pres. THOMAS HILL, Cambridge,
Rev. EDWARD E. HALE, Boston,
WILLIAM A. WHEELER, Roxbury,
RICHARD SOULE, Jr., Brookline,

THE PHONIC TEXT.

1 And God spake all these words (wurdz), saying,

2 I am the Lord thy God, which hăve brought (brawt) thee out of the land of Egypt, out of the house of bondage.

3 Thou shalt hăve no other (uther) gods before′ me.

4 Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above′, (ab ŭv), or that is in the earth beneath′, or that is in the water (waw ter) under the earth:

* The Primer may be obtained of Nichols & Noyes, Washington Street, Boston, for three dollars a dozen. This is given *at cost*, by the munificence of such as have published the book by subscription, to help on this good cause.

5 Thou shalt not bow down thyself to them, nor serve them; for I the Lord thy God am a jĕal*o*us God, visiting the in*ī*′quity of the fäthers upon′ the children unto the third and fōurth gener*a*′tion of them that hate me,

6 And shō*w*ing mercy unto thousands of them that love (luv) me and keep my comman*d*′ments.

7 Thou shalt not take the name of the Lord thy God in vain; for the Lord will not hōld him g*u*iltless that taketh his name in vain.

8 Remem′ber the sabbath day to keep it holy.

9 Six days shalt thou labor, and do all thy work;

10 But the sev*e*nth day is the sabbath of the Lord thy God: in it thou shalt not do any work, thou, nor thy son, nor thy dau*gh*ter, thy man-servant, nor thy maid-servant, nor thy cattle, nor thy strānger that is within′ thy gates.

11 For in six days the Lord made he*a*v*e*n and e*a*rth, the sea and all that in them is, and rested the seventh day: wherefore the Lord bless*e*d the sabbath day, and hallō*w*ed it.

12 Honor thy fäther and thy mother (muther), that thy days may be long upon the land which the Lord thy God giveth thee.

13 Thou shalt not kill.

14 Thou shalt not commit′ adul′tery.

15 Thou shalt not steal.

16 Thou shalt not bear (bare) false witness against′ (agenst) thy nei*gh*bor.

17 Thou shalt not covet (cuvet) thy nei*gh*bor's house, thou shalt not covet thy nei*gh*bor's wife, nor his man-servant, nor his maid-servant, nor his ox, nor his ass, nor anything that is thy nei*gh*bor's.

18 And all the pē*o*ple saw the thunderings and the l*ī**gh*tnings, and the noise of the trumpet, and the mountain smoking; and when the pē*o*ple saw it, they remov*e*d′ (remoovd), and stōōd afar′ off.

19 And they said unto Moses, Speak thou with us, and we will hear; but let not God speak with us, lest we die.

20 And Moses said unto the pē*o*ple, Fear not; for God is come to prove (proov) you, and that his fear may be before′ your faces, that ye sin not.

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